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ABSTRACT

This bibliography was compiled in response to a growing need for the systematic study and implementation of the community service function of the community college. It is designed to provide coverage of both the theoretical and practical aspects of the subject. Most of the items were gathered from a review of the recent literature listed in "Current Index to Journals in Education," "Reader's Guide to Periodical Literature," and "Research in Education." Over 250 publications are incorporated into the eight major classifications. These classifications are: (1) Background Literature (Social Foundations; Basic References; Bibliographies, Working Papers, Newsletters; Workshops, Conferences, Special Programs); (2) Definition and Scope; (3) Organization and Administration; (4) Coordination; (5) Research Endeavors; (6) New Models of Community Service; (7) Exemplary Community Service Programs; and (8) Issues for the 1970's. (Author/DC)

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Center for Higher Education

Community Services in the Community College:

A Bibliography

by

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School of Education
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October 1973

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Preface

In recent years, increased recognition has been given to societal needs and expectations for life-long education. As an institution with its educational roots in and of the community, the community college has assumed a leadership role in developing and providing life-long educational experiences for its constituents. Through the community service function, the community college responds to a variety of constituent needs for continuing education. The challenge to the institution is to remain flexible and responsive to these needs in order to provide viable programs.

The bibliography presented in the following pages is intended to provide an overview of much of the literature on the community service function. The purpose of the bibliography is to present in one document a reference which may be of assistance to the busy educator.

The bibliography was prepared by Mr. E. Daniel Kapraun who is a doctoral fellow in Higher Education at the University of Virginia. We welcome your comments, suggestions, and questions.

Jay L. Chronister, Director
Center for Higher Education

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INTRODUCTION

Recent developments in community college administration reflect a growing concern for integrating the college into varying facets of community life. In response, the community service dimension has emerged as a basic function of the two-year college. Increasingly, there is recognition that this function should represent the unique ability of the community college to respond to the changing needs of the communities and sub-populations that it serves. According to Ervin L. Harlacher,

> "The true community college is not just concerned with the schooling of college-age youth and adults enrolled in the transfer and occupational programs: it accepts the responsibility as a catalytic agent for stimulating efforts toward enrichment and development of the college district community as a whole, through the mobilization of elements of the total community. And the community college further accepts responsibility for the educational growth of all individuals in its community, regardless of whether or not they are enrolled in formalized classes."[1]

This bibliography has been compiled in response to a growing need for the systematic study and implementation of the community service function. It is designed to provide coverage of both the theoretical and practical aspects of the community service function.

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[1] Ervin L. Harlacher, The Community Dimension of the Community College (Englewood Cliffs: Prentice-Hall, Inc., 1969), p. 9.

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Of special interest to students of higher education will be the Social Foundations category. This section provides a listing of social science related publications which cover sociological and psychological concepts related to the topic. A basic understanding of modern social systems theory should provide the reader with a deeper appreciation of the values, motivations and interpersonal communication networks characteristic of the American community and its inhabitants. Individuals interested in planned social change should be capable of applying knowledge from the various social science disciplines to the solution of community problems.

Also of interest to individuals engaged in a study of the community service function will be those items listed under the categories, "Basic References," "New Models of Community Service," "Research Endeavors," and "Issues for the 70's." For practitioners in the field, a review of the literature listed under the categories, "Basic References," "Definition and Scope," "Organization and Administration," and "Exemplary Programs," should provide insight into some of the more immediate concerns of development and implementation.

Over 250 publications are incorporated into the eight major classifications. Most of these items were gathered from a review of the recent literature listed in these sources:

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Current Index to Journals of Education, Reader's Guide to Periodical Literature, and Research in Education.

Limitations

Although the purpose of this bibliography is to provide a comprehensive and up-to-date coverage of the community service function, the author recognizes the impossibility of gathering all publications related to the topic and the need for continuous up-dating of this work. No doubt, the passage of just a few months will result in the publication of several articles, volumes, etc. that should be incorporated into a bibliography of this nature.

Another limitation focuses upon the arbitrary assignment of publications into the various categories. The author assigned the publications into the "most appropriate" category descriptive of the major thrust of the work. However, it is evident that some items could be included in more than one category. The reader should refrain from viewing the categories as distinct groups. No doubt, readings from one group can accent the value of readings from other groups if the reader makes a conscious effort to integrate the diverse readings into a "personalized bibliography" that meets his/her individual needs.

Special thanks are extended to Drs. Jay L. Chronister and

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E. Daniel Kapraun

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